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DEVELOPMENT OF A DEVICE  
FOR SELECTING COAST GUARD RECRUITERS

JOHN M. WILKINSON

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SELECTING  
COAST GUARD RECRUITERS

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John M. Wilkinson



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by

John M. Wilkinson

Lieutenant Commander, U. S. Coast Guard

Submitted in partial fulfillment of  
the requirements for the degree of

MASTER OF SCIENCE  
IN  
MANAGEMENT

United States Naval Postgraduate School  
Monterey, California

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## ABSTRACT

The Coast Guard Recruiting program has for a number of years failed to meet its quota of regular enlisted personnel. Additional funds and men have not solved the problem. A study of recruiters in the 11th, 12th and 13th Coast Guard Districts was conducted to ascertain if a device could be developed for selecting recruiters. The Lee-Thorpe "Occupational Interest Inventory" and the "Edwards Personal Preference Schedule" were used in the study. Neither test was found suitable for use under existing conditions although several scales of the Edwards test show promise. However, the study indicated that these and other tests can aid in improving use of the present selection criteria.



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## CHAPTER I

### STATEMENT OF THE PROBLEM

Over 250 Coast Guard enlisted men are assigned as recruiters at 59 recruiting stations throughout the country. Their primary job is to enlist personnel for the regular Coast Guard.

It is important to the Coast Guard that the best qualified and most capable men be selected for recruiting duty. The careful selection of recruiters is important because: These men, for the most part, work in small groups or by themselves with little supervision; the Coast Guard's ability to perform its duties is affected by the recruiters' ability to attract the most suitable young men for enlistment; the Coast Guard's image in many communities is formed by the recruiter and the recruiting potential in the area greatly depends upon that image. The selection of recruiters is a matter of concern to the Coast Guard since the recruiting program has failed to fulfill its annual quota of regular enlisted personnel for a number of years.

Recruiting performance for the past seven years is shown in Appendix I.

#### 1. Background

Recruiting and the selection of the recruiters is a function of each of the ten Coast Guard Districts in the continental United States. Coast Guard Headquarters furnishes recruiting



publicity material, establishes monthly enlistment quotas for each district and establishes recruiting policy. The desired minimum requirements for selection for recruiting duty are set forth in paragraph 4-B-23 U. S. Coast Guard Personnel Manual (CG-207) (See Appendix II). Paraphrased, the requirements are:

- a. Be a petty officer serving beyond the first enlistment.
- b. Be able to intelligently discuss the various duties and activities of the Coast Guard as well as other general subjects.
- c. Have displayed through performance of duty, loyalty and devotion to the Coast Guard that he is completely convinced of the advantages of a Coast Guard career.
- d. Be capable of conveying ideas intelligently in an oral or written manner.
- e. Have the poise and personality to meet the public and represent the Coast Guard on independent duty.

In addition, the man must have submitted a written request, must be without a speech defect or objectionable accent, and must have a driver's license, a good education and either typing ability or legible handwriting. In general, the requirements are those used to select Navy recruiters.

## 2. Purpose of the Study

The purpose of this study was to determine if a test could be found for use as a tool in selecting recruiters. At the same time, methods were sought to improve the use of the present criteria of selection.



### 3. The Problem

Will a test, or battery of tests, significantly increase the probability of selecting successful Coast Guard recruiters from all applicants.

### 4. Assumptions

It is the author's belief that the military recruiter is a salesman and is likely to have the characteristics of the stereotyped salesman. Prospective recruits are a challenge to the recruiter-salesman just as a new sale is a challenge to the commercial salesman. Reorders (reenlistments) through the recruiting stations, occur only in moderate numbers. Original sales are the primary business of the recruiter. In order to "sell" his branch of the armed forces, the recruiter must be able to gauge the prospective recruits' needs and be able to project the services' image to the recruit in a manner that seems to fulfill those needs.

### 5. Limitations

There are several limitations on the use of the results of this study. The group of subjects used is small and therefore may not be a cross section of Coast Guard recruiters. Also, the "present employee" method of testing was used, although the inclusion of a number of rejected applicants would have been valuable.



## 6. The Importance of a Study of Recruiter Selection

The selection of recruiters for the Coast Guard is a major task and major expenditures in time and money are involved. These costs include solicitation, interview, selection, and assignment of the recruiter, followed by a period of on the job training. If a man proves inadequate to the task, reassignment is necessary. Selection of another man to fill the billet causes the costs to mount further. Improved tools in the hands of those carrying out the selection and assignment of recruiters could provide a saving in time, money and manpower. These same tools could well improve the quality of Coast Guard personnel through improved recruitment.

## 7. Summary

Since World War II, one factor in favor of military recruiting has been the selective service system. Many men elect to enlist rather than await the draft. They do so in order to choose their service and to choose their time to go. However, the pressure to enlist rather than be drafted is diminishing rapidly. The rate of call by selective service has slowed in recent years as the number of ways to delay or avoid the call to service have increased. President Johnson's recent call for a study to consider the phasing out of the selective service program is the handwriting on the wall. The Coast Guard now has from five to ten years in which to build its recruiting program against the storms of tomorrow.



## CHAPTER II

### REVIEW OF THE LITERATURE

A review of the literature was carried out on the following subjects: (1) Recruiters and the recruiting of personnel; (2) The characteristics of salesmen; (3) Psychological testing for the selection of salesmen, and; (4) The use of some data collecting devices.

#### 1. Literature on Recruiters and Recruiting of Personnel

The one recent article on industrial recruiting programs lists several important points to be kept in mind in the selection of a personnel recruiter:

- a. The recruiter should know the company well since the prospective employees will be quick to spot a man who is not familiar with the company and its business.
- b. The recruiter's rank and his duties in the company are not important. The dominant requisite is that the recruiter be a man who, through his contact with them, wins the respect of the prospective applicants.
- c. The recruiter should be able to show interest in the applicants as people, not just as potential members of his firm.<sup>1</sup>

<sup>1</sup>"Is Your Recruiting Program Doing Its Job", Management Review, 48:52-55, February, 1959.



## 2. Literature on Salesmen

Various studies carried out on groups of salesmen indicate that factors of personality are relevant to sales performance. The studies also show, through the conflicting results obtained, that what may be applicable to the salesmen in one industry is not necessarily true for the salesmen in other industries. There does not seem to be only one salesman type.<sup>2</sup> This is pointed up by contrasting a study by Bass and a study by Hughes and Dodd. Bass found that in a group of salesmen for a national food distributor, sales performance was more dependent on esteem and popularity than on ability.<sup>3</sup> On the other hand, Hughes and Dodd, working with a group of IBM machine salesmen, found that sociability corresponded negatively with a continuous sales production criterion.<sup>4</sup>

An article by McMurray discusses the personality characteristics which he believes combine to produce a successful salesman. He describes certain characteristics of primary importance to the speciality or creative salesman who creates each new sale just as a recruiter is required to do.

<sup>2</sup>Arthur A. Witkins, "Differential Interest Patterns in Salesmen", Journal of Applied Psychology, 40(5):340, October, 1956.

<sup>3</sup>B. M. Bass, "Further Evidence on the Dynamic Character of Criteria", Personnel Psychology, 15(1):97. Spring, 1962.

<sup>4</sup>J. L. Hughes and W. E. Dodd, "Validity Versus Stereotype: Predicting Sales Performance by Ipsative Scoring of a Personality Test", Personnel Psychology, 14 (4):343, Winter, 1961.



The possessor of an effectual sales personality is a habitual wooer, an individual who has a compulsive need to win and hold the affections of others.....it develops so early in life that it might as well be inborn.<sup>5</sup>

Five other qualities McMurray finds necessary to supplement the wooing instinct are: high energy level, abounding self confidence, high level of aspiration and exhibitionism, habit of industriousness and ability to perceive each objective or obstacle to a sale as a challenge.<sup>6</sup>

Selling to established clients can be done by most salesmen but the creation or development of new sales requires special talents which few men possess. For the most part, these talents cannot be learned, a man must be born with them.<sup>7</sup> Both the salesman who maintains a group of customers and the development or creative salesman who garners new customers require talents which facilitate the acquisition, the analysis, and the use and communication of technical information. In addition, the development salesman must:

Have the ability to obtain, understand and use information about his prospects needs, fears, aspirations, perceptions, prejudices, loyalties, ambitions and enthusiasms.

<sup>5</sup> Robert N. McMurray, "The Mystique of Super-Salesmanship", Harvard Business Review, 39(2):117, March-April, 1961.

<sup>6</sup> Ibid., pp. 118.

<sup>7</sup> George Kahn and Abraham Schuchman, "Specialize Your Salesmen", Harvard Business Review, 39(1):94, January-February, 1961.

<sup>8</sup> Ibid., pp. 98



Kahn and Schuckman call this key quality, which cannot be learned, "social perceptiveness".

### 3. Literature on the Use of Psychological Testing in the Selection of Salesmen

Sales aptitude tests, occupational interest tests and personality tests are used extensively in personnel selection programs and a number of studies have been done in this area. Some of these studies have been done to determine characteristics of salesmen, but, little progress has been made in this direction. The salesman group was once thought to be cohesive, but as work has progressed, the group has been found to be breaking apart.<sup>9</sup> Lawshe states that there appears to be no universal sales group.<sup>10</sup> A study by Witkin also supports this trend away from the old concept that all salesmen are alike. The new concept is that the sales area consists of a series of special sales occupational groups.<sup>11</sup> Beyond this point, there also has been little progress.

Crissy and Lapp report that sales aptitude tests have not established any merit in the screening of sales candidates. They feel there is reason to question whether a special aptitude for selling exists as a measurable human quality.<sup>12</sup> This analysis of the

<sup>9</sup>Donal E. Super and John O. Crites, Appraising Vocational Fitness (Revised edition; New York: Harper and Row, 1962), pp. 386

<sup>10</sup>C. H. Lawshe, Principles of Personnel Testing (New York: McGraw-Hill, 1948) pp. 169.

<sup>11</sup>Witkin, loc. cit.

<sup>12</sup>W. J. E. Crissy and C. L. Lapp, "Sound Selection", Advanced Management, 25(3):9, March, 1960.



situation seems premature since future progress can reasonably be expected as testing instruments are refined.

Using occupational interest tests in the selection of candidates for sales training programs has also met with little success. Some companies have found occupational interest tests to be helpful while others have had poor results. The poor results have been attributed to the ease of faking on the tests.<sup>13</sup>

The use of personality tests in personnel selection has also proved unsatisfactory.<sup>14</sup> To date, they have proved to have little or no value in the selection of salesmen.<sup>15</sup> At best these tests may provide clues for use in the employment interview.<sup>16</sup> One of the problems is that research evidence in the use of personality tests for personnel selection is practically nil. Super underlined the problem when he pointed out that in the field of psychological testing, we still lack knowledge of the characteristics which can be tested.<sup>17</sup> Yet, industry feels that certain characteristics are so important that the personality tests are continued in use.<sup>18</sup>

<sup>13</sup> Ibid.

<sup>14</sup> Super, op. cit., pp. 519.

<sup>15</sup> Super, op. cit., pp. 369.

<sup>16</sup> Crissy and Lapp, loc. cit.

<sup>17</sup> Super, op. cit., pp. 8.

<sup>18</sup> Crissy and Lapp, loc. cit.



The following are references to specific psychological tests which have been used in recent studies in the sales field.

Intelligence Quotient. IQ tests have been used extensively in personnel selection but studies reported by Super show a negative correlation between IQ and success in sales work.<sup>19</sup> Lawshe states that tests of temperament and tests of interest are better than IQ tests for use in the selection of salesmen.<sup>20</sup> This same conclusion is restated by Super. His finding is that above a certain level, IQ contributes relatively less to business success than superiority in several traits of personality.<sup>21</sup>

Kuder Preference Record. The Kuder test has been used in a number of studies of salesmen. In one study, a group of salesmen and sales managers made their highest Kuder test scores on the persuasive scale.<sup>22</sup> A study of Navy recruiters found that of the several aptitude and motivational measures used to predict success as a recruiter, only the persuasive scale of the Kuder with a coefficient of .24 proved of any value.<sup>23</sup> A third study carried out on a group of insurance

<sup>19</sup> Super, op. cit., pp. 96.

<sup>20</sup> Lawshe, op. cit., pp. 170.

<sup>21</sup> Super, op. cit., pp. 96.

<sup>22</sup> Super, op. cit., pp. 488.

<sup>23</sup> L. Wollack and D. Kipris, Development of a Device for Selecting Recruiters. Bureau of Personnel, Department of the Navy, Technical Bulletin 60-1, (Washington: Government Printing Office, 1960), p. 6.



salesmen found only that the group had a tendency to avoid conflict.<sup>24</sup> The fact that the test will not differentiate among salesmen having differing job satisfaction causes it to lose a great deal of its value in personnel selection and causes it to lose its value to this study.<sup>25</sup>

Strong Vocational Interest Blank. The testing of salesmen with the Strong has met with a measure of success. The author of the test reports good results in predicting success in certain types of sales work such as selling life insurance, casualty insurance, real estate, business machines and vacuum cleaners.<sup>26</sup> This test is of value probably because it picks out interest and motivational factors important to selling.<sup>27</sup>

Edwards Personal Preference Schedule. Although the Edwards test has come into use in recent years, it has already been used in a number of studies of personnel selection. The EPPS is the first personality test based on the differences among normal people.<sup>28</sup> It has been designed to reduce the faking of answers on the test or at least to be able to detect faking.<sup>29</sup>

<sup>24</sup> Super, op. cit., pp. 558

<sup>25</sup> Super, op. cit., pp. 559

<sup>26</sup> Harold C. Stone and William E. Kendall, Effective Personnel Selection Procedures (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1956) p. 345.

<sup>27</sup> Super, op. cit., pp. 369.

<sup>28</sup> Super, op. cit., pp. 537.

<sup>29</sup> Super, op. cit., pp. 555.



Kirchner, Dunnette and Monsly, using the EPPS to compare a group of sales trainees with a normative group, found the sales group more outgoing (exhibition), dominant, ambitious (achievement) and persistence (endurance). The sales trainees generally followed the stereotype of the sales personality.<sup>30</sup> This indicates that the EPPS will select a sales oriented group from a normal group, although, research has not yet demonstrated the tests value in selection or differentiation between successful and unsuccessful workers.<sup>31</sup><sup>32</sup>

#### 4. Literature on Questionnaires, Forced Choice Questions, Rating Scales, and Peer Ratings

Questionnaires have had long service as information gathering devices. The attention now being given to the use of open or closed questions, rank order lists, rating scales and peer ratings have added some new wrinkles to the questionnaire.

The preparation of questionnaires in order to obtain desired information from a group of respondents is a field with many pitfalls. The replies received to a questionnaire depend in part upon the respondents attitude toward the interrogator. The truthfulness of an answer depends on the anonymity of response and by inference, on the confidence in the person using the data.<sup>33</sup>

<sup>30</sup>W. K. Kirchner, Marvin Dunnette and Nancy Mansly, "Use of the Edwards Personal Preference Schedule in the Selection of Salesmen", Personnel Psychology, 13:423, Winter, 1960.

<sup>31</sup>Ibid.

<sup>32</sup>Edwards Personal Preference Schedule (Instruction Manual. New York: The Psychological Corporation, 1959), p. 19.

<sup>33</sup>Super, op. cit., pp. 9.



The question of whether to use open or closed questions proves to be a difficult problem. The open question which allows a subjective answer must be evaluated and thereby introduces the evaluators opinions and prejudices. The closed question can obtain factual information or elicit a yes or no type answer but, if not carefully written, the closed question can point out to the respondent the answer that is expected or desired of him. To overcome the short comings of open and closed questions, we can turn to the use of rating scales and forced choice ranking, both of which have been found useful in personnel selection and evaluation.<sup>34</sup>

The evaluation of personnel for the purpose of assigning a mark has historically led to the grouping of the marks on the high end of the marking scale and very little spread along the scale. The use of a rank order list forces a distribution and makes the rater use the whole range of the scale.<sup>35</sup>

Use of a polar rating scale allows the respondent to use subjective thinking in arriving at a quantifiable answer. The answer obtained can then be used to calculate rankings and correlations. Although performance ratings are probably the most commonly used criteria in personnel selection, they are unreliable and should only be used when no better criteria is available.<sup>36</sup>

<sup>34</sup>Super, op. cit., pp. 10.

<sup>35</sup>Lawshe, op. cit., pp. 32.

<sup>36</sup>Super, op. cit., pp. 38.



The peer rating or "buddy rating" system has been used frequently in the armed forces, primarily by the Army. A study of the use made of peer ratings shows that:

the combined judgement of a group bears latent information of appreciable worth to the personnel technician and administrator.<sup>37</sup>

These ratings have utility for measuring group cohesiveness and leadership. They also have utility in measuring some factors that are of value in making decisions affecting personnel advancement. Therefore, peer ratings could very well prove of value in selecting recruiters.

### 5. Summary

Psychological test instruments are available in great number and variety. The usefulness of these tests in personnel selection is questionable because of their lack of validity and because of the use made of the test results. The fault lies with the test users. All too frequently, a poorly validated test is used as the primary instrument for personnel selection and placement.

While tests are useful where there may be no better method of making a judgement, they give poor results in the selection of men for sales jobs.<sup>38</sup> However, personality test

<sup>37</sup>E. P. Hollander, Personnel Psychology, 7:385-393, 1954.

<sup>38</sup>Donald F. Hueber, "Projective Techniques in Personnel Selections", Personnel Journal, 42(11):179, December, 1963.



scores may provide clues for use in an interview and they can be a valuable aid in furnishing otherwise unavailable information for decision making. In spite of the usefulness of tests, we must be constantly on guard against accepting test scores as an absolute gauge in accepting or rejecting an applicant. They are not substitutes for good judgement.<sup>39</sup>

The recruiter is in a position requiring the creative sale of intangibles which is similar to the selling of insurance, advertising service or education. This type of sale is more difficult than the sale of tangibles because the product is less readily demonstrated and dramatized. Because of the lack of a public image in many areas and because its product is intangible, the Coast Guard requires creative salesmanship of the highest order.

<sup>39</sup>Rossall J. Johnson, Personnel and Industrial Relations (Homewood, Ill.: R. D. Irwin, Inc., 1960), p. 50.



## CHAPTER III

### METHODS, MATERIALS, TECHNIQUES, RESPONDENTS AND PROCEDURES

The information obtained from the review of the literature was used to gauge the possible effectiveness of the materials at hand and to make a selection of those to be used.

#### 1. Method

The experimental method was used in this study. Tests and questionnaires were used to obtain the necessary data from a group of recruiters. The information was then correlated with the criteria (1) "supervisors rank order" and (2) "percent of quota accomplished." Rank correlations of the criteria and the data were then calculated using the formula:<sup>40</sup>

$$r^l = 1 - \frac{6(\sum d^2 i)}{n(n^2 - 1)}$$

$d_i$  - difference between the ranks of X's and Y's.

$n$  - size of the sample.

$$\text{Standard error} = \pm \frac{1}{\sqrt{n-1}}$$
$$\text{test of significance at level .05} = \pm \frac{1.96}{\sqrt{n-1}}$$

<sup>40</sup> J. E. Freund and Frank J. Williams, Modern Business Statistics (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958) p. 327.



## 2. Test Materials

An occupational interest test and a test of personality were chosen as the types of tests to be used in the study. They were chosen, in spite of their weaknesses, because they were the only available tools that might point out characteristics of the successful recruiters. The criteria used to select the individual tests in the test battery were: probability of potential value to the study; ease of administration; and, ease of scoring.

Of the vocational interest tests, the Strong Vocational Interest Blank appeared to have the greatest potential value to the study. Nevertheless, the difficulties of administration and scoring, together with the cost involved, made it unsuitable. The Lee-Thorpe Occupational Interest Inventory was substituted because of its ease of administration and scoring. The other well known occupational interest tests have been used in a number of studies and have been found to have little value in the selection of salesmen. The Lee-Thorpe was relatively untried in this type of study and for this reason had some possibility of being useful.

The Edwards Personal Preference Schedule was selected as the personality test in the battery. Ease of administration and scoring recommended it for use but the most important factor in its selection was the fact that the EPPS was the first, and so far, the only personality test based on the differences between normal people.



An IQ test was not used because of the availability of GCT scores in the majority of cases. The California Survey of Mental Maturity was used as an estimate of the GCT score in the few cases where it was not available. The GCT was used as one of the variables in the study in order to determine if the negative correlation between salesmen's performance and IQ would also occur for recruiters.

Lee-Thorpe Occupational Interest Inventory. The Occupational Interest Inventory of the California Test Bureau is an untimed test designed to appraise and analyse the vocationally significant interests of the individual. It assesses occupational preferences and not occupational abilities or skills.<sup>41</sup>

The inventory yields ten scores divided into three groups.

1. Fields of Interest

- a. Personal-Social
- b. Natural
- c. Mechanical
- d. Business
- e. The Arts
- f. The Sciences

2. Types of Interests

- Verbal
- Manipulative
- Computational

3. Level of Interests

<sup>41</sup>Occupational Interest Inventory - Advanced (Manual. Monterey, Cal.: California Test Bureau, 1956). p. 2.



The inventory is made up of (1) items describing occupational activities in which the vast majority of our working population is engaged and which have been arranged into six fields of interest;<sup>42</sup> (2) items under the heading of Types of Interest designed to delineate more sharply the interest identified by the six fields; and, (3) items which identify on which levels an individual's basic interest lie.<sup>44</sup> A brief description of the six Fields of Interest, the three Types of Interests and the Level of Interests is found in Appendix III.

#### Edwards Personal Preference Schedule

The EPPS of the Psychological Corporation was designed primarily as an instrument for research and counseling purposes, to provide quick and convenient measures of a number of relatively independent normal personality variables. .... In the EPPS an attempt is made to minimize the influence of social desirability in responses to the statements.<sup>45</sup>

The EPPS provides measures of 15 personality variables and a measure of test consistency. The manifest needs associated with each of the EPPS variables are listed in Appendix IV.

<sup>42</sup>Ibid., pp. 3.

<sup>43</sup>Ibid., pp. 4.

<sup>44</sup>Ibid., pp. 4

<sup>45</sup>Edwards Personal Preference Schedule, op. cit., pp. 5.



### 3. Questionnaire

Appendix V contains a copy of the questionnaire used in this study.

An open question was used for question 1 in order to obtain from each recruiter a word description of what he thought his job should be and what attributes and characteristics he deemed necessary to the successful recruiter. The objective was to seek out a pattern of responses which might be useful in evaluating the other data.

The peer rating and the rank order listing of his peers by each man were obtained by questions 2 and 3. Each respondent was asked to rate and rank himself with his peers. The primary purpose of questions 2 and 3 was to determine if there was any correlation between the evaluation of a man by his peers and his success as a recruiter. Any such correlation might assist in assembling a list of dominant characteristics of a successful recruiter.

For the evaluation mark, a polar scale with six divisions was used and only the two extremes on the scale were given a word description. The object of using the scale was to obtain a subjective evaluation of each man in a quantifiable form which could then be correlated with other data.

Question 4 sought to uncover any link which might exist between job satisfaction and success. Question 5 sought the same link between job satisfaction and extra curricular activities.



#### 4. Respondents

The test group used in this study consisted of the recruiters of the 11th, 12th and 13th Coast Guard Districts. This was a total of 50 men assigned to 17 recruiting stations. The men were for the most part senior petty officers ranging in age from 22 to 45. They had been drawn from almost every specialty in the service. The majority of the men had a high school education. The average GCT score for the group was 57. Their length of service ranged from that of a career man about to retire with more than 20 years service to that of a man still in his first enlistment. Most of the men in the group were married.

Recruiting stations range in size from one to five men with an usual station complement of two to three men. Each of the recruiters works alone much of the time with no supervision. The recruiter's job involves meeting the public in order to publicize the Coast Guard and in order to publicize the various enlisted and officer programs. Contact with educators, youth groups, and parents groups and the use of posters, TV and radio spot announcements are all part of the recruiter's work. The Coast Guard recruiter is hampered in his work because of the public's lack of knowledge of the Coast Guard's duties and because of the public's misconception of those duties. In recent years, frequent news of daring rescues at sea has helped to build an image but, the Coast Guard lacks the motion pictures



and weekly television shows which have for many years projected to the public an image of the Army, Navy, Air Force and the Marine Corps.

The Coast Guard has no formal training program for its recruiters. Some have been to Navy class "C" schools for recruiters; some have had a Dale Carnegie course. For the most part the men have been required to make the best of their education, their limited experience and their initiative in order to meet the challenge. Most of their training has been acquired on the job.

### 5. Technique

The tools used to obtain the desired data for the study were the questionnaire, the Lee-Thorpe test and the Edwards test. The criteria selected for the study were (1) "supervisors rank order", obtained by all recruiters in each district being ranked in accordance with effectiveness as a recruiter and (2) "percent of quota accomplished" at each recruiting station during 1963. The "supervisors rank order" list was made by the Military Personnel Procurement Officer in each district. Using the polar scale of question 3 on the questionnaire, each officer also provided an evaluation of each of his men.

When correlating the data with the criteria of "supervisors rank order", the subjects were treated as three separate groups. This was deemed necessary because of the inability to resolve differences between districts in the point of reference of the



evaluator and the inability to resolve differences in recruiting potential from station to station and district to district. When dealing with the second criteria, "percent of quota accomplished", all of the respondents were treated both as a single group and as three groups, each separated by district. Use of the one group was deemed possible since the quota set for each station would be based on consideration of such things as recruiting potential of the area, station complement and ability of the recruiters. Thus, the "per cent of quota accomplished" is deemed a good criteria for the entire group.

The rank correlation method was used in this study because it provides an easy way to obtain a measure of correlation although numerical data is not always being dealt with. One advantage of using rank correlation is when testing the null hypothesis we do not have to assume that the sample came from a normal population.<sup>46</sup>

The frequency of the high and low test marks which occurred in each test category was also considered. This was done by noting a number of high and low marks on each test for each respondent. For the Lee-Thorpe, two high marks and one low mark were selected in the Fields of Interest and a high mark and a low mark were selected for Types of Interest. In the Level of Interests area, the scores were counted as above average interest (AA), average interest (A), and below average interest (BA). For the EPPS, four high marks and one low mark were selected.

<sup>46</sup>Freund and Williams, op. cit., pp. 329.



In order to achieve anonymity of response, each subject returned his test answer sheets and completed questionnaire directly to the author. Complete secrecy of response was provided in order that each man would feel free to comment upon and to critically evaluate his peers. Therefore, the 11th, 12th and 13th Coast Guard Districts are referred to in the latter part of this study as A, B, and C, but not in that order.

Because of a lack of response in a few cases but primarily because of the number of men who had been on recruiting duty less than three months, the original group of 50 recruiters was reduced to 38. This was necessary because none of the districts had a quota for December 1963 and at least 60 days on the job was deemed necessary before a man could take part in recruiting activities to a significant extent.

#### 6. Procedures

Copies of the questionnaire and the two tests were sent to every recruiting station in each of the three districts. The Military Personnel Officer in each district furnished rating marks, a rank order list and the 1963 enlistment quota for each station in the district.

The senior petty officer at each station was furnished testing instructions and asked to administer the tests. The test answer sheets were hand scored as received. The factual data on the questionnaire and the test scores were assembled for each man. As the preliminary step to calculating the rank correlations, each item was given a rank order in relation to the same item for every other man in the group.



The peer ranking and rating data obtained from each recruiter were dropped from the study after a review of the results. It had been hoped that this data would be of assistance in differentiating between successful and unsuccessful recruiters. However, the sample size of both items was too small for the results to be of any value. There was no pattern in any of the groups because of the wide variation in response. Combining the data to form larger samples would have resulted in ratios of no value.

The results of questions 4 and 5 on the questionnaire were also discarded. The questions were poorly worded and provided no information of value.

Each subject was asked to rank and rate himself together with his peers in order to test what these men thought of themselves as recruiters. The findings of Hutter and O'Malley were confirmed in that "ineffective salesmen rated themselves as high as did effective salesmen although they were not rated equally by their managers".<sup>47</sup>

## 7. Summary

The testing was carried out under conditions similar to those that could be expected in actual practice. Although reduction of the sample size to 38 subjects would decrease the likelihood of finding any significant relationships, it was necessary to do so in order to be able to place any reliance on the results.

<sup>47</sup> L. Huttner and T. R. O'Malley "Let Them Know", Personnel Psychology, 15(2): 184, Summer, 1962.



## CHAPTER IV

### RESULTS

Table I presents in columns 35, 36, and 37 the rank correlations of the data with the criteria "supervisors rank order". In columns 38 to 41 are presented the rank correlations with the criteria "percent of quota accomplished". In both areas, the results are sketchy. The only trend shown is in columns 35, 36 and 37 where the "Supervisors Rating", item number 34 correlated positively (.96, .98, .96) with the "supervisors rank order". This was to be expected because of the close connection between a man's place in the rank order and the evaluation mark received. Other than this, there are no other trends until we come to column 41. Here the rank correlations are calculated for "percent of quota accomplished" for the three districts combined. In the results of the EPPS we see high correlations for those characteristics usually associated with salesmen and the characteristics which would indicate a serviceman who is well adapted to his life: negative correlation with Deference (-.24), Affiliation (-.50), Abasement (-.53) and Nurturance (-.32), positive correlation with Exhibition (.40) and Aggression (.54).

The Lee-Thorpe and the GCT add nothing to our information.



TABLE I

## RANK CORRELATIONS\*

VARIABLE	Supervisor	Rank Order			% of Quota Accomplished			
		35	36	37	38	39	40	41
<u>LEE-THORPE</u>								
1. Personal-Social	+25	+39	+36	-13	-17	+05	+01	
2. Natural	+41	-26	-12	+16	+19	-31	-04	
3. Mechanical	-06	-21	-27	+07	-56	-35	-01	
4. Business	-40	+29	+13	+18	-01	+06	+06	
5. The Arts	-04	+05	-14	-11	+50	+49	+09	
6. The Sciences	-21	+65	-27	+28	-32	+05	+12	
7. Verbal	+08	+47	+31	-19	+06	+16	-12	
8. Manipulative	+19	+47	+03	-42	-08	+11	-18	
9. Computational	-50	+51	-23	+17	-19	-28	-06	
10. Level of Interests	+23	+51	+15	+26	+15	+26	+16	
<u>EDWARDS</u>								
11. Achievement	+46	-05	+51	-07	+48	+39	+24	
12. Deference	+45	-30	-44	-32	+50	-50	-24	
13. Order	+18	-25	-09	-70	+26	+08	-07	
14. Exhibition	-27	-59	+20	+37	+28	+32	+40	
15. Autonomy	-10	+04	+60	+21	+04	+34	+18	
16. Affiliation	-16	+21	-26	-23	-11	-77	-50	
17. Intraception	+71	+59	+11	-21	-29	-27	-21	
18. Succorance	-01	-14	-07	-51	-10	-34	-22	
19. Dominance	-07	+47	+41	+55	-70	+13	+16	
20. Abasement	+18	+09	-44	-59	+06	-66	-53	
21. Nurturance	+61	+55	+02	-44	-23	-31	-32	
22. Change	-31	-59	-29	+37	+56	-41	+21	
23. Endurance	-37	+50	+34	+26	-25	-03	+08	
24. Heterosexuality	-46	-54	-08	+40	+19	+41	+28	
25. Aggression	-21	-08	+39	+82	+25	+32	+54	
26. Age	+50	+39	-05	-39	+23	-27	-24	
27. Height	+35	+06	-62	+23	+72	-05	+20	
28. No. of Years Service	+48	+47	+02	-27	-34	-01	-14	
29. Months in Recruiting	+10	+08	+14	+11	+21	+36	+17	
30. Years of Education	-50	+39	+18	+04	+01	+25	-03	
31. GCT	+36	+29	-14	+01	-01	-43	+01	
32. Proficiency Marks	+64	+30	+11	+11	-06	+05	-06	
33. Average No. of Recruits	+09	-46	+67	+35	+22	+72	+35	
34. Supervisors Rating	+96	+93	+96	-23	-49	+67	-48	
35. Forced Choice Rank.Dist.A (N=13); Significance $\pm$ 56				-37				
36. Forced Choice Rank.Dist.B (N=11; Significance $\pm$ 62					-58			
37. Forced Choice Rank.Dist.C (N=14); Significance $\pm$ 54						+58		
38. Percent of Quota Accomplished -District A; (N=13); Significance $\pm$ 56								
39. Percent of Quota Accomplished -District B; (N=11); Significance $\pm$ 62								
40. Percent of Quota Accomplished -District C; (N=14); Significance $\pm$ 54								
41. Percent of Quota Accomplished -All Districts Combined (N=38); Significance $\pm$ 30								

\*

Decimal Points Omitted



The rank correlations gain additional significance when we compare the figures in column 41 of Table I with the summary of "Occurrence of High and Low Test Scores" in Table II. Here the Lee-Thorpe appears to have some value to the study. The most frequent high marks in the Fields of Interest were for the Business (24) and Personal-Social (18½) scales. In Types of Interest, Verbal (20) and Computational (17) stand extremely high while the Manipulative scale (34½) has the most frequent low score. On the Edwards test, exhibition (17), Dominance (15) and Heterosexuality (23) stand out as the most frequent high scores with a significant occurrence in Achievement (12), Intraception (12) and Aggression (12). The most frequent low score is found in Succorance (8½) followed by Autonomy (6) and Nurturance (5½).

In question 1 on the questionnaire, the recruiters were asked to describe what the characteristics of the successful recruiter should be. The most frequently occurring answers were:

The successful recruiter is like the successful salesman.

He must be vigorous.

He must be honest and sincere in his dealings with prospective recruits.

He must be able to deal with the public and he should have some ability at public speaking.

He must have a thorough knowledge of the Coast Guard and its duties.

He must have an outgoing personality.

He must be convinced of the advantages of a career in the service.



TABLE II

## OCCURRENCE OF HIGH AND LOW SCORES ON THE LEE-TORPE AND EPPS

N = 38

	HIGH SCORES District A	District B			District C			LOW SCORES District A	District B	District C	Total
		District A	District B	Total	District A	District B	District C				
Lee-Thorpe Personal-Social	7½	5½	5½	18½	0	0	0	½	½	½	½
Natural	2½	2½	3½	8½	3½	2	2	8½	8½	8½	8½
Mechanical	5	1	5½	11½	3	2½	2½	6	6	6	6
Business	7½	8½	7½	24	0	0	0	½	½	½	½
The Arts	1½	4½	2½	8½	3	0	0	9	9	9	9
The Sciences	2	0	2	8½	3	0	0	13½	13½	13½	13½
Verbal	5½	7½	5½	20	0	0	0	1	1	1	1
Manipulative	0	0	1	1	1	1	1	12	12	12	12
Computational	7½	3½	6	17	0	0	0	1	1	1	1
Level of Interest	5A	4A	6A	15A	1B	0	0	3B	3B	3B	3B
A = Average				18AA							
AA = Above Avg.											
B = Below Avg.											
Edwards											
Achievement	7	2	3	12	0	0	0	0	0	0	0
Deference	4	1	3	8	0	0	0	1	1	1	1
Order	4	1	2	7	0	0	0	0	0	0	0
Exhibition	5	6	6	17	0	0	0	0	0	0	0
Autonomy	1	1	1	1	1	1	1	0	0	0	0
Affiliation	1	5	2	8	0	0	0	6	6	6	6
Intracception	5	3	12	0	2½	2½	2½	4½	4½	4½	4½
Succorance	0	3	4	3	0	0	0	2	2	2	2
Dominance	4	1	4	15	0	0	0	4	4	4	4
Abasement	2	2	2	15	0	0	0	1	1	1	1
Nurturance	0	2	2	4	1	1	1	1	1	1	1
Change	4	8	8	3	1	2	1	0	0	0	0
Endurance	4	2	8	16	0	0	0	0	0	0	0
Heterosexuality	3	8	2	9	1	0	0	0	0	0	0
Aggression	5	8	12	23	0	0	0	0	0	0	0



## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### 1. Conclusions

The results of this study indicate that the Exhibition, Affiliation, Nurturance and Aggression scales of the EPPS may have value for screening applicants for recruiting duty. The contribution these scales could make to selections under operational conditions would depend on the number of applicants for recruiting duty. Given a large enough group of qualified applicants, the four scales from the EPPS could be expected to raise recruiter effectiveness.

The EPPS scores in column 41 of Table I and the EPPS and Lee-Thorpe scores in Table II show that Coast Guard recruiters exhibit many of the characteristics usually associated with salesmen. It appears from this study that the more successful Coast Guard recruiter has the drive to achieve success and the ability to work with a minimum of supervision. He enjoys the challenge of meeting new people and being noticed by others. He is well adapted to service life. The recruiter appears to have persuasive interests but is not particularly interested in scholarly pursuits such as the arts and sciences. He is independent in thought and action and he is outgoing in his attitude. He is willing to defend those ideas in which he believes and is willing to express these ideas to his superiors. He has an interest in areas dealing with the communication of ideas and areas dealing with numerical symbols and concepts.



## 2. Implications

So long as the number of applicants for recruiting remains small, the EPPS will not be suitable for use in the selection of recruiters. This does not bar its use and the use of other tests in studies conducted to provide information of value for the selection of recruiters. Tests can provide the information necessary to improve the present criteria and to improve the use of the tests themselves.

## 3. Recommendations

It is recommended that the Coast Guard conduct further studies of recruiters. This should be done in an effort to find ways to make more effective use of the present selection criteria. More effective use of the present selection tools must be made because of the rapid turnover in the district officers who select recruiters. The experience gained by these officers through several years in recruiting duty is lost when they are transferred to another station. Then, a new officer has the task of self education in the techniques of recruiting and selecting recruiters. Success in this self education process may depend upon the officer's past experience or education or upon his ability to adapt, to learn and to perceive. There is, therefore, a gap of some length between the time one officer is transferred and the time his relief begins to act in an effective manner. Hopefully, further studies may uncover information which would relieve this gap in experience.



Such information would be of value to both the experienced and inexperienced personnel procurement officers, enabling both of them to better understand the problems facing them in the selection of recruiters.

It is also recommended that further study be carried out in the development of a test as an aid in selecting recruiters. The development of such a testing instrument would provide some consistency in selection of recruiters throughout the Coast Guard by providing a degree of guidance to the officers concerned. At the same time, the disadvantages of using tests in recruiter selection should not be overlooked. Dependence upon tests scores is a habit that is easily and quickly formed. The true place of test scores in personnel selection should be to add additional clues to the "clumps of clues" we are seeking in our evaluation of each applicant. Should any testing system be introduced, a mechanism for control and follow up by trained personnel should also be introduced to assure proper use of these tests.<sup>48</sup>

Any further study of recruiters should be carried out over a period of several years with all Coast Guard recruiters and all rejected applicants used as the subjects. Using a large number of subjects in the study, including the rejected applicants, will increase the probability of obtaining meaningful results.

<sup>48</sup>Erwin K. Taylor and Edwin C. Nevis, "The Validity of Using Psychological Selection Procedures", Personnel, 30(3): 187-189, November, 1953.



In order to improve selection of recruiters, the number of men considered for assignment to recruiting must be increased. It is recommended that enlisted men with the necessary qualifications for recruiting duty be sought out. Remembering the personnel shortages of years past, each commanding officer should feel it his responsibility to bring to the district's attention any men who appear qualified and who might make a beneficial contribution in recruiting.

In order to improve the quality of recruiting personnel, it is recommended that a careful and extensive evaluation of each applicant be carried out. A rigorous evaluation of each man is necessary to assure selection of only the best qualified men for recruiting. For such an evaluation program to be most effective, all those concerned with it must first understand the reasons for its use and the aims it is meant to accomplish. The evaluation should begin with the applicant's commanding officer whose task it is to complete a forwarding endorsement to the application letter. It is his responsibility to make his comments more than a listing of GCT and performance marks, plus one or two inconsequential remarks recommending acceptance of the application. He must try to reduce something of the man, as he knows him, on paper. Necessary to the evaluation are a description of the man and his makeup, his likes and dislikes, his good points and his weak points, his attitude toward and relationships with his peers and his superiors and their



attitude toward him, and, finally, his ability to communicate ideas. A glowing testimonial is to be avoided. Letters of recommendation that paint a rosy picture tend to have little or no value.<sup>49</sup> The object of the endorsement would be to provide the district officers with a number of clues or leads which could be developed in later interviews with the applicant. Interviews with the applicant's immediate superiors and his peers can make use of these clues and garner further clues. This process gathers together a great deal of information to be sifted before the applicant is interviewed for the first time. The initial interview should prove to be of some value because of the background information available. The interviewer can use the knowledge he has gained to check information provided by the applicant and to probe various areas for further information. All this is done in an attempt to gauge the applicant's degree of motivation, drive, adaptability to change, convictions as to the advantages of a Coast Guard career and to gauge his ability to meet and communicate with people. After the man has been selected for recruiting, the evaluation should continue through a period of on the job training and into the assignment to full recruiting duty.

<sup>49</sup> W. V. Bingham, "The Three Functions of the Interview in Employment", Management Review, Vol. XV (1): 36, January, 1926.



A standard training course for recruiters is recommended. The feasibility of such a course should be carefully studied. A training course operated for up to a month in length could prepare each prospective recruiter with a solid base of information. Coast Guard history, Coast Guard duties, the various officer and enlisted programs and the regulations pertaining to each of them are a few of the possible subjects. The money and manpower required by such a school would undoubtedly be returned many folds through trained recruiters ready to assume their new jobs.

Past performance of the recruiters has shown their accomplishment of reasonable results under trying conditions. It can therefore be presumed that past selection of recruiters has been for the most part good. However, it is important for the Coast Guard to be more consistent in selecting the best qualified and most capable men for recruiting duty. That the service do so is necessary in order to meet its manpower requirements, now and in the future. It is not only important for the Coast Guard to do so but it is also possible for it to be done. While this study has been unable to uncover any general panacea for the problem, it has pointed ways in which improvements can be made in the selection of recruiters. Improvements can be made through the search for a test or tests to add additional tools for use in recruiter selection. Improvements can also be made through better use of the present selection tools. Action in these areas is necessary now in order that the Coast Guard will be prepared with a strong and capable recruiting force to meet the foreseen and unforeseen future in personnel Procurement.



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APPENDIX I  
REGULAR ENLISTED RECRUITING

FY	11th CG Dist.		12th CG Dist.		13th CG Dist.		National	
	Quota	Accomplished	Quota	Accomplished	Quota	Accomplished	Quota	Accomp.
1957	724	199	786	347	915	398	-	5,353
1958	235	198	283	278	319	287	3,951	3,213
1959	245	199	318	310	379	335	4,528	4,471
1960	274	292	339	327	383	371	4,900	4,351
1961	474	418	559	358	633	446	7,950	6,102
1962	207	184	246	211	278	247	3,564	3,314
1963	364	275	433	293	494	378	6,266	4,364



## APPENDIX II

### U. S. C. G. PERSONNEL MANUAL (CG-207)

#### ASSIGNMENT OF PERSONNEL TO RECRUITING DUTY

##### Paragraph 4-B-23

(a) All recruiting personnel shall be carefully selected by the district commander (p) on the basis of their intelligence, good conduct, military bearing, appearance, performance of duty, loyalty, and devotion to the Coast Guard. It is desired that petty officers assigned to recruiting duty meet the following minimal qualifications, when practicable:

- (1) Be serving beyond first enlistment period.
- (2) Have recently completed a tour of sea duty.
- (3) Possess general knowledge of the various duties and activities of the Coast Guard.
- (4) Be able to interview applicants intelligently, speak to social groups, and elaborate on the functions of the service to persons making inquiries.
- (5) Be able to type or have legible handwriting (typing qualifications preferred).
- (6) Be qualified to operate a motor vehicle (except personnel who will be assigned office duties only).
- (7) Have submitted a written request for assignment to recruiting duty.

(b) When an individual submits application for assignment to recruiting duty, he will be interviewed by his commanding officer to determine his fitness for his duty. Due consideration shall be given to the fact that the duty which the person will be called upon to perform is entirely foreign to his rating. Owing to the highly important and independent nature of these duties, a good education, personality, poise and ability as a correspondent are highly desirable.

(c) When forwarding such requests to the district commander (p), the commanding officer shall place in the forwarding endorsement a statement as to whether he considers the individual qualified for recruiting duty. This endorsement shall also contain answers to the following questions:



APPENDIX II (Continued)

- (1) Has the individual the ability, poise and personality to meet the public and represent the Coast Guard on independent duty at recruiting stations or substations?
- (2) Does the individual have a speech defect or objectionable accent?
- (3) Is the individual able to type or is his handwriting legible?
- (4) Has the individual a good education, and what is the extent of his schooling?
- (5) Is the individual qualified to operate a motor vehicle?
- (6) What are the individual's performance marks and GCT score?



### APPENDIX III

#### OCCUPATIONAL INTEREST INVENTORY

##### Description of the Test\*

###### FIELD OF INTEREST

The inventory is made up of items describing occupational activities in which the vast majority of our working population is engaged. These activities are arranged into six Fields. The score for each Field is obtained by counting the positive responses to the 40 items of the Field. The six Fields and a brief description of each follows:

Personal-Social. This is a personal contact or service field. Examinees scoring high in this area like people and have a real desire to improve the lot of others. This may be expressed through interests in physical care, protection, personal attention, instruction, and counsel. The major occupational groups and items illustrative of each are as follows: 1. Domestic Service, 2. Personal Service, 3. Social Service, 4. Teaching, 5. Law and Law Enforcement, and 6. Health and Medical Service.

Natural. Interests and activities of an outdoor nature are reflected in this field. Examinees receiving a high Natural score can be expected to be interested in agriculture and in the protection of natural resources. Raising cattle, poultry, crops, and food products; the extraction of minerals; the care of forests; and fishing are included. The major Natural job families and items illustrative of each are: 1. Farming and Ranching, 2. Raising and Caring for Animals, 3. Gardening and Greenhouse Care, 4. Fish, Game, and Domestic Fowl, 5. Lumbering, and Forestry, and 6. Marine Work.

Mechanical. The examinee who is interested in taking things apart and putting them together scores high in this field. Curiosity about motors and machines and what makes them work is a primary factor. Also included are activities involving the use of tools of production and the use of mechanical principles to devise and design new machines and tools. Specifically, jobs involving processing, manufacturing, building, constructing, and repairing constitute most of the items in this field. Typical mechanical job families and items illustrative of each are: 1. Maintenance and Repairing, 2. Machine Operation and Tending, 3. Construction Work, 4. Designing, 5. Bench Work and Crafts, and 6. Processing.

\*From the Manual



### APPENDIX III (Continued)

Business. Interests in all activities peculiar to the business world are grouped in this area. It includes business contact as well as business detail or office pursuits. The personal contact activities involved in this field differ from those of the Personal-Social Field in that the profit motive plays the predominant role. Thus selling, management, finance, distributive activities, secretarial and office work, banking, and investment pursuits are of interest to examinees who score high in Business. The major Business job families and items illustrative of each are: 1. Clerical, 2. Shipping and Distribution, 3. Bookkeeping and Accounting, 4. Selling and Buying, 5. Training and Supervision, and 6. Management and Control.

The Arts. Interest in music, drama, literature, and art are reflected by high scores in this field. The desire to add to the esthetic qualities of life through such everyday activities as the arrangement of flowers and furniture in the home and attractive landscaping of the yard, as well as more creative artistic behavior, is reflected in the items keyed to The Arts Field. Note that all of the items contributing to this field are performance items. Therefore, appreciation for and patronage of "The Arts" without a desire to participate actively are not directly measured. Outstanding job families and illustrative items are: 1. Art Crafts, 2. Painting and Drawing, 3. Decorating and Landscaping, 4. Drama and Radio, 5. Literary Activities, and 6. Musical Performance.

The Sciences. Desire to understand and manipulate the physical environment in which we live is basic to this field. Use of experimental techniques in applied as well as pure science is reflected in these 40 items. Items involving research, invention, determination of cause and effect relationship, and controlled observation are found in this field. The six major Science job families and illustrative items are: 1. Laboratory Work, 2. Mineral-Petroleum Production, 3. Applied Chemistry, 4. Chemical Research, 5. Biological Research, and 6. Scientific Engineering.



## APPENDIX III (Continued)

### TYPES OF INTEREST

Ninety carefully chosen items, keyed throughout Part I and identified by three symbols, constitute the three Types..

(Verbal), (Manipulative, and (Computational)). The Types are designed to delineate in sharper focus the interests identified by the six Fields. There are 30 items assigned to each type. This portion of the Inventory does not utilize the forced-choice item arrangement as in no instance is more than one item of a pair identified as a Type item. A brief description of each of the three types follows:

Verbal. Items classified as Verbal stress the use of words in a vocational context. The words may be either written or spoken but they are always used to communicate ideas successfully. The motives behind the ideas which the words express vary greatly. Thus words may be used to help others, to describe a thing of beauty, or to convince others to accept an idea or to make a purchase.

Manipulative. Individuals who enjoy working with things will score high in this type. The activities included may involve creative action or they may involve strictly routine assignments under the direction of a supervisor. Inherent in all of the activities included, whatever degree of skill may be required, is the use of one's hands to manipulate objects.

Computational. Whereas the other two Types involve the use of words and things, the Computational Type consists of items dealing with numerical symbols and concepts. To work with numbers in financial, scientific, or other pursuits can be extremely dull for some or can, on the other hand, be extremely challenging for others. To know one's interests in this as well as the other two Types will give a clearer understanding of one's pattern of scores in the six Fields.

### LEVEL OF INTERESTS

Part II of the Inventory identifies the levels on which an individual's basic interests exist. The results indicate whether the interests are associated with routine tasks, with tasks requiring considerable skill, or with tasks requiring expert knowledge, skill and judgment. The latter often involve supervisory and administrative activities. The 30 triads that make up this portion of the test contain five triads in each of the six major Fields. Thus it is possible for an individual to have a high, average, or low Level of Interests score regardless of his basic interest pattern. This score provides an additional clue to the level of occupations which should be investigated and considered.



## APPENDIX IV

\*

The manifest needs associated with each of the 15 EPPS variables are:

1. ach Achievement: To do one's best, to be successful to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.
2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.
3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.
4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.
5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.
6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

\*From the EPPS Manual



#### APPENDIX IV (Continued)

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.



#### APPENDIX IV (Continued)

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.
14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.
15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.



APPENDIX V

District \_\_\_\_\_

Name and Rate \_\_\_\_\_

City in which assigned \_\_\_\_\_

Age \_\_\_\_\_

Height \_\_\_\_\_

Weight \_\_\_\_\_

Education \_\_\_\_\_ Yrs in C. G. \_\_\_\_\_ Married or Single \_\_\_\_\_

1. Describe a successful recruiter and the abilities he should have, keeping in mind: (a) what a successful recruiter should be like, (b) what he should be able to do, and, (c) how he should do his work.
2. On the lines provided, list all the men at your station including the Commanding Officer and yourself. Only one name goes on each line. The first name on your list would be that of the man you think is the most successful recruiter at your station and the last name would be that of the least successful. All others will fall between. If there are two men of equal ability, you must decide which name goes before the other on the list.
3. Using the rating scale beside each line of question 2, give each man on your list a rating to indicate where he falls.

Very successful        poor recruiter

4. Indicate by a check in the appropriate box how you feel about recruiting.

Very happy       would prefer duty of my rate

5. What sports and hobbies do you enjoy?













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